

Outline Guide for Creation of a Basic Emergency Operation Plan (EOP) for School Districts

The intent of an emergency operations plan is to provide an overview of the School District's approach to emergency operations. It describes the School District, its emergency response policies and procedures and assigns tasks. The primary audience for this plan is for the Superintendent's staff, key administrators and policy makers (Board Members). This plan will help serve as the foundation for the more operationally oriented building level plans.

1. In advance of constructing an EOP the following steps are encouraged:
 - a. Formation of a collaborative planning team. If the School District has a person who fills the Emergency Manager role, it is often this person who heads up the development of the emergency operations plan. If there is no Emergency Manager in the District, a key leader who has the confidence of the Superintendent is a good choice. The Emergency Manager should recruit experienced personnel in emergency management functions from their community. Specific examples of such personnel would be emergency management, law enforcement, fire services, emergency medical, public health, public works and security services.
 - b. Understanding your local situation. All educational organizations are vulnerable to hazards and threats that have the potential to grow into an emergency situation. Use as many sources as possible to gather information about these hazards and threats and how resources, demographics, geography, etc. in your community may impact your District. Organize into a format where your team can analyze the hazards/threats resulting in an understanding of those that will likely have the greatest impact upon your District. The use of a hazard analysis matrix has been found to be helpful. The analysis will help produce **facts** (verifiable information) and **assumptions** (information accepted as true in the absence of fact) to provide a basis for planning to proceed.
 - c. Determination of Goals and Objectives. Using information from the hazard profile and analysis, the planning team writes statements define a successful operation dealing with the situation. Goals are broad general statements indicating the general solutions to identified problems. Objectives are more specific actions carried out during the operation.

- d. Plan Development. Plan development is the process of generating possible solutions (actions) for achieving the goals and objectives identified in step C above. When developing the plan specific steps of the process include: establishing timelines, depicting scenarios, identifying decision points, identifying operational tasks, identifying resources, identifying informational needs and assessing progress made toward goals and objectives.
- e. Preparing, reviewing and approving the Plan. This step is completing a rough draft of the plan and then adding necessary charts, tables, graphs, annexes, regulatory requirements to turn the plan into a working document. Once the plan is completed it should be circulated to other organizations that have responsibilities in implementing the plan for their comments. Once validated, the plan should be presented to the appropriate policy making body (board of education) for promulgation. Once approved, the plan should be distributed to others and a record of those who receive the plan should be kept.
- f. Refinement and Execution of the Plan. Evaluating the effectiveness of the plan during training and exercises is a must. This is one of the best ways to determine if the plan elements meet the goals and objectives. A process to periodically review (suggest annually) the plan should be established. After specified events (i.e. - change in resources, change in elected officials, new laws, change in demographics, etc.) the plan should be reviewed and updated as needed.

2. Contents of the Basic Plan

- a. Promulgation Document and Signature Page
- b. Approval and Implementation
- c. Record of Changes
- d. Record of Distribution
- e. Table of Contents
- f. Purpose, Scope, Situation and Assessment Section
 - Purpose
 - Scope
 - Situational Overview

- Hazard Analysis
- Mitigation Overview
- Concepts of Operations
- Assignment of Responsibilities
- Mutual Aid Agreements
- Communications
- Administrations, Finance and Logistics

g. Plan Development and Maintenance

h. Functional Annexes

- Direction and Control
- Incident Assessment
- Incident Command
- Emergency Operations Center

i. Continuity of Operations (COOP)

j. Communications

k. Mass Care

l. Health and Medical

m. Critical Infrastructure and Key Resource Restoration

n. Damage Assessment

o. Donations Management

p. Hazard or Threat Specific Annexes

- Natural Hazards
- Technological Hazards
- Human (People) Hazards

Dr. Bob Hull, Director

Kansas Center for Safe and Prepared Schools

References:

1. FEMA; 'Developing and Maintaining State, Territorial, Tribal and Local Government Emergency Plans'. March 2009
2. FEMA; 'Multihazards Emergency Planning for Schools' - March 2010
3. U.S. Dep't of Education (OSDFS); 'Practical Information on Crisis Planning - A Guide for Schools and Communities'. January 2007
4. Jane's; 'Safe Schools Planning Guide for All Hazards.' November 2005